

Documents on Diplomacy: Lessons

Paper Bullets: Japan in Manchuria

Standard: II. Time, Continuity and Change
V. Individuals, Groups, and Institutions
VI. Power, Authority, and Governance
VII. Production, Distribution, and Consumption
IX. Global Connections

Grade Level: 9–12

Objectives: The student will:

- Assess world reactions to Japan's invasion of Manchuria in 1931
- Determine the United States appropriately reacted to Japan's move
- Relate primary sources to historical events
- Evaluate the effectiveness of international agreements and institutions

Time: 1–2 class periods

Materials: Documents: **1931** *China Asks for Help*
1931 *Department of State Press Conference on Manchuria*
1931 *"I Desire to Place on the Record. . ."*

Resources: *Map of China*
Poster: *The Sun of a New Nation*
Poster: *With the Help of Japan, China and Manchoukuo Can Be in Peace*
Cartoon: *Moral Suasion*

Exercises: *Paper Bullets: International Agreements*

Procedures:

1. Divide class into groups of 4–5 students.
2. Provide packets of the documents and resources for each group. (*Note* to teacher: Copy and put documents/resources together before the activity. Do not staple the pages together.)
3. Have groups spread the documents/resources on desks for easy viewing and sharing.
4. Group members should read and study all documents, exchanging documents when finished until all students have read each one.
5. Each group should prepare a brief summary of "What Happened in Manchuria?"

- 6.** Have one student in each group present the summary to class.
- 7.** If students have difficulty with summaries, share the information in the article, *The Mukden Incident of 1931 and the Stimson Doctrine*, either through a quick "lecture," or providing article (http://history.state.gov/milestones/1921-1936/Mukden_incident) to students.
- 8.** Explain to students that several agreements had been signed between Japan and other nations since World War I to prevent situations such as the invasion of Manchuria and creation of Manchukuo. Distribute the exercise, *Paper Bullets: International Agreements*.
- 9.** Have students (still in groups) read the handout.
- 10.** First, present one question to students:
Explain the title of the exercise and its relevancy to Japan's invasion of Manchuria.
- 11.** Additional questions:
 - a.** Which agreement is the most significant (weakest) Paper Bullet?
 - b.** Why did Western nations not stop the Japanese invasion of Manchuria?
 - c.** Why was China unable to repel the invaders?
 - d.** How would students characterize the world scene at this juncture in history?
 - e.** Would any document/institution have deterred the Japanese from following their aggressive path? Is there any document/institution today that would prevent any people/nation from following a path to war?